

R-controlled Syllables: /or/ spelled or, ore

Objectives: TLW locate the /or/ sound in words. TLW read words with the /or/ sound in isolation and in context.

Warm-Up: Review the /ar/ sound (“pirate sound”) taught in the previous lesson. Have students do the motion as they say the sound. Then, have students locate the /ar/ sound in the following words: shard, radar, arch, scarlet, spar

Procedures:

1. Review that r-controlled syllables are those syllables that have vowels immediately followed by the letter “r”. Review that this “r” is bossy and takes control of the vowel so that it cannot say its short or long sound. State that our focus today are words that have the /or/ sound in them; that means the vowel letter “o” will have an “r” right after it.
2. Do a phonemic awareness activity where students locate the /or/ sound in the following words: orange, fort, core, normal, bore, order, morning, ordinary. REMEMBER “I DO,” “WE DO,” “YOU DO.” Also, do vocab development as needed.

3. Write “or” on the board. Explain that these letters represent the /or/ sound when it’s heard at the beginning and middle of words. Explain that “ore” represents the /or/ sound at the end of words.
4. Practice reading the list of /or/ words in isolation. REMEMBER “I DO,” “WE DO,” “YOU DO.” Also, review previously taught syllable types/phonics rules when decoding the multi-syllabic words on the list.
5. Explain to the students that sometimes, they will see “or” at the end of words like: doctor, visitor, elevator, competitor. Explain to students that in multi-syllabic words that end with “or”, that letter combination actually says /er/. Explain that another exception is when “or” follows the letter “w” like in word, work, and worm—it says /er/.
6. Practice reading the “or” and “ore” words in the story Jordan and the Storm. *Teacher reads first, students follow. Students chorally read, and then students read independently. You may want to forewarn the students that some of the exceptions you discussed in step #5 are in the story.
7. Review that “or” says /or/ when it is located at the beginning or middle of a word. However, if there is “ore” at the end of a

word, it too says /or/. You may want to reiterate the exceptions as well.

*You may want to add a dictation piece to this lesson by having students write words/sentences that have “or” and “ore” that say /or/.

*Follow-up with the /er/ spelled er, ir, ur lesson(s).

Words with /or/ spelled “or” and “ore”

horse for core storm

morning before orchard

ignore normal Florida

horrible corral Oregon

Jordan and the Storm

One bright, sunny morning in Oregon, a horse named Jordan was sitting in his corral eating corn just like he did on any other normal day. When suddenly, a neighbor named Lorna came running through an orchard to the farm where Jordan lived.

Lorna told Jordan's owner that she just got word that a horrible storm was only a short distance away. She explained that the mayor was on television telling everybody not to ignore the major storm for it already tore through a town in Florida.

Jordan's owner was scared to his core, but he took Jordan into the barn and got his electric generator out, just in case.

Luckily, the horrible storm passed Oregon, and Jordan was able to go back to eating corn in his corral.